

**WORK BASED LEARNING CAPSTONE (DRAFT 6/4/2014)**

*Work Based Learning Capstone* is a culminating course in a student's logical sequence of courses for a chosen career pathway. In this course, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student's pathway would be prerequisite to the student enrolling in the stand-alone WBL courses.

It is important to note that *Work Based Learning* is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

There are several models of Work Based Learning. A school may choose to use a single model or differentiate instruction by using multiple models depending on a student's pathway and career objectives. Possible Models:

- Apprenticeship
- Cooperative\*
- Internship
- School Based Enterprise
- Service Learning Based

*\* When using Cooperative (or ICE) as the model, there are federal and state student employment and cooperative education laws that must be followed.*

Students are monitored in their experiences by the *content related* CTE teacher. For the Multiple Pathways option, any CTE teacher may teach the course.

- DOE Code:
  - 5974 Work Based Learning, Multiple Pathways
  - 5975 Work Based Learning, Advanced Manufacturing and Engineering
  - 5260 Work Based Learning, Business and Marketing
  - 5480 Work Based Learning, Family and Consumer Sciences
  - 5207 Work Based Learning, Health Sciences
  - 5892 Work Based Learning, Trade and Industry
- Recommended Grade Level: Grade 12
- Required Prerequisites: Preparing for College and Careers; 4 credits of introductory and advanced courses related to a student's pathway
- Credits: 1-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**Application of Content and Multiple Hour Offerings**

Intensive applications are a required component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of project-based application or work-based learning needs to be increased proportionally.

**Career and Technical Student Organizations (CTSOs)**

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be

encouraged to participate in the CTSO related to the area of study.

## Work Based Learning Standards

Content Standards		
<b>Domain 1</b>		
<b>Core Standard 1: Students will be able to assess personal skills, abilities, aptitudes, strengths, and weaknesses as they relate to career exploration and development.</b>		
	<b>Standards</b>	
	WBL-1.1	Research multiple career pathways related to the field of interest
	WBL-1.2	Analyze personal characteristics, abilities, knowledge and skills needed for career success in chosen career pathway.
	WBL-1.3	Evaluate personal characteristics, abilities, knowledge and skills needed for career success in chosen career pathway.
	WBL-1.4	Re-evaluate career pathway plan to determine appropriate postsecondary educational options
<b>Domain 2</b>		
<b>Core Standard 2: Students will be able to understand and apply the personal qualities that affect success</b>		
	<b>Standards</b>	
	WBL-2.1	Choose ethical courses of action
	WBL-2.2	Evaluate feedback to improve job performance
	WBL-2.3	Demonstrate a positive customer/client attitude
	WBL-2.4	Utilize appropriate etiquette for various occasions
	WBL-2.6	Analyze discrimination laws and give examples of discrimination
	WBL-2.7	Maintain confidentiality and integrity
	WBL-2.8	Utilize effective communication and interpersonal skills
	WBL-2.9	Demonstrate information, communications, and technology literacy
<b>Domain 3</b>		
<b>Core Standard 3: Students will be able to understand workplace safety and workplace practices</b>		
	<b>Standards</b>	
	WBL-3.1	Identify causes of accidents and apply safety procedures to prevent accidents
	WBL-3.2	Develop characteristics of professionalism
	WBL-3.3	Collaborate effectively with team members (classroom or the workplace)
	WBL-3.4	Demonstrate an eagerness to learn new responsibilities or improve current

		responsibilities
	WBL-3.5	Exhibit initiative in learning new skills and improving workplace skills
	WBL-3.6	Summarize emergency preparedness plans for chosen career pathway
	WBL-3.7	Examine workplace regulations, health and safety guidelines and inspections for chosen career pathway
	WBL-3.8	Analyze licensure requirements for facilities and employees in chosen career pathway
<b>Domain 4</b>		
<b>Core Standard 4: Students will be able to develop strategies for an effective transition from school to career</b>		
	<b>Standards</b>	
	WBL-4.1	Prepare a formal search, application and interview using the latest trends.
	WBL-4.2	Demonstrate personal accountability and work productivity
	WBL-4.3	Develop skills to give and receive constructive criticism
	WBL-4.4	Exhibit leadership and responsibility in the professional setting
	WBL-4.5	Demonstrate critical thinking and problem solving in the professional setting
	WBL-4.6	Evaluate feedback to improve job performance and create professional work habits
	WBL-4.7	Create a five year career goal plan
<b>Domain 5</b>		
<b>Core Standard 5: Students will evaluate their own career portfolio and pathway plan</b>		
	<b>Standards</b>	
	WBL-5.1	Prepare and update a career portfolio based on a career pathway plan, which will include a resume, sample cover letters, letters of recommendation, examples of work and technical skills, internship or work experience summaries, validation of work/internship experience, industry certifications, documentation of extracurricular and community service activities, and awards
	WBL-5.2	Complete the training agreement document with signatures from the employer, internship coordinator, parents, and student
	WBL-5.3	Create a training plan (based on content standards) in collaboration with the employer, teacher, and parents that include work-based learning goals and content related standards
	WBL-5.4	Create an evidence based presentation portfolio